DOCUMENT RESUME

ED 044 848 | 40 | EC 030 607

AUTHOR Voneiff, Patricia; Gentile, Augustine
TITLE Type and Size of Educational Programs Attended by Hearing Impaired Students, United States: 1968-69.
INSTITUTION Gallaudet Coll., Washington, D.C. Office of Demographic Studies.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO BR-6-1193
PUB DATE Aug 70
GRANT OEG-32-18-0070-6009
NOTE 41p.
AVAILABLE FROM Gallaudet College Bookstore, Washington, D.C. 20002 ($1.00)

EDRS PRICE EDRS Price MF-$0.25 HC-$2.15
DESCRIPTORS Age Groups, *Aurally Handicapped, Day Schools, Demography, *Educational Programs, *Exceptional Child Research, Hearing Loss, *National Surveys, Preschool Programs, Residential Schools, School Statistics, *Statistical Data

ABSTRACT

Data on 25,363 students enrolled in special education programs (residential schools and day class programs) for the hearing impaired during the school year 1968-69 are presented. Data describe the types and size of programs attended, and the age, sex, and hearing threshold levels of the students. In addition to the detailed tables, data summaries and a discussion of the qualifications and limitations of the data are included. Appended are a description of The Annual Survey of Hearing Impaired Children and Youth, the data collection form used and instructions for its completion, and a listing by state of the programs participating in the survey. (KW)

EC 030 607E

ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

EC030607

ED044848

OE/BEH BR 6-1193
PA 40

This research was supported by a grant from the Office of Education, U.S. Department of Health, Education & Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

OFFICE OF DEMOGRAPHIC STUDIES
Publication Number — Series D — Number 4

For Sale by Gallaudet College Book Store
Washington, D.C. 20002 — Price One Dollar

EC030607

ED0 44848

SERIES D
NUMBER 4

DATA FROM THE
ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

TYPE AND SIZE OF EDUCATIONAL PROGRAMS ATTENDED BY HEARING IMPAIRED STUDENTS UNITED STATES: 1968-69

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Type and size of educational programs attended by hearing impaired students, by hearing threshold levels, age and sex. Data for approximately 25,000 students enrolled in special educational programs for the hearing impaired during the 1968-69 school year.

OFFICE OF DEMOGRAPHIC STUDIES
GALLAUDET COLLEGE

Washington, D.C. **August 1970**

ADMINISTRATIVE OFFICERS OF GALLAUDET COLLEGE

Edward C. Merrill, Jr., Ph.D. ..... *President*

R. Orin Cornett, Ph.D. ..... *Vice President for Long Range Planning*

John S. Schuchman, Ph.D. ..... *Acting Dean*

Paul K. Nance ..... *Business Manager*

OFFICE OF DEMOGRAPHIC STUDIES

AUGUSTINE GENTILE, DIRECTOR

SENIOR STAFF MEMBERS

Sal DiFrancesca, Ph.D.
Brenda Rawlings
Patricia Voneiff
Susan Carey
Sally Wagner

LIBRARY OF CONGRESS CATALOG CARD NUMBER 74-98885

TABLE OF CONTENTS

	PAGE
Acknowledgements	iv
Introduction	1
Methodology and Sources of the Data	1
Qualifications and Limitations of the Data	2
Discussion of the Data	3
Summary	6

Detailed Tables

Table 1:	Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age and Sex, According to Type of Program: United States, 1968-69 School Year	10
Table 2:	Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Hearing Threshold Levels and Sex, According to Type of Program: United States, 1968-69 School Year	13
Table 3:	Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age and Hearing Threshold Levels, According to Type of Program: United States, 1968-69 School Year	16
Table 4:	Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age, According to Size of Program: United States, 1968-69 School Year	17
Table 5:	Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Hearing Threshold Levels, According to Size of Program: United States, 1968-69 School Year	18
Table 6:	Number of Students Enrolled in Participating Special Educational Programs for the Hearing Imparied, by Age and Hearing Threshold Levels, According to Size of Program: United States, 1968-69 School Year	19

Appendices

Appendix I –	Description of The Annual Survey of Hearing Impaired Children and Youth	23
Appendix II –	Data Collection Form Used In The Annual Survey for the 1968-69 School Year	25
Appendix III –	Instructions for Completing the Annual Survey Form	27
Appendix IV –	Programs Participating in the Annual Survey of Hearing Impaired Children and Youth	33

Acknowledgements

We wish to thank the many people whose efforts have made this publication possible. Special thanks should be given to the administrators, teachers, and secretaries who found time in their busy school schedules to complete the Survey forms. It is their efforts which have supplied us with the information presented in this publication. The names of the schools that participated in the Annual Survey for the 1968-69 school year and the 1969-70 school year appear in Appendix IV.

We also would like to extend our appreciation to the National Advisory Committee whose continued assistance has helped to guide the staff. Their collective and individual direction has been invaluable. The members of the committee are listed below.

NATIONAL ADVISORY COMMITTEE

Thomas R. Behrens, Ph.D.
*Jack W. Brady
*William E. Bragner
Donald W. Brown, Ph.D.
Nona Burrows
Marvin B. Clatterbuck, L.H.D.
William N. Craig, Ph.D.
David M. Denton
*George E. Detmold, Ph.D.
Albert W. Douglas
*Eldon L. Eagles, M.D.
George W. Fellendorf
*Marilyn L. Flynn
D. Robert Frisina, Ph.D.
*W. Lloyd Graunke, Ph.D.
*Bernard L. Greenberg
Barry L. Griffing
John D. Harrington, Ed.D.
Doin Hicks, Ed.D.
Ben E. Hoffmeyer, L.H.D.
Arthur G. Jillette, Jr.
Sister Nora Letourneau
James A. Little
Kenneth R. Mangan, Ed.D.
Walter E. Nance, M.D.
*Edward W. Reay
*Jerome D. Schein, Ph.D.
*Sidney L. Schoenfeld
*Ruth Lynn Scott, Ph.D.
Roy M. Stelle, Litt.D.
*Frances R. Tucker
Armin G. Turechek, Ed.D
*Dorothy L. Vaill
McCay Vernon, Ph.D.

*Terms expired December 1969.

Our appreciation also is extended to Mr. William E. Stevens, Director of Printing Services, for his advice and help in the design and preparation of the forms, publications, and the other printed materials used in the Survey.

To the entire staff of the Office of Demographic Studies, we express our gratitude for their continuing efforts to make the Annual Survey a useful program.

Patricia Voneiff
Augustine Gentile
Washington, D.C.
August 1970

Type and Size of Educational Programs Attended by Hearing Impaired Students United States: 1968-69

Patricia Voneiff and Augustine Gentile

INTRODUCTION

This report contains data describing some selected characteristics of approximately 25,000 students enrolled in schools and classes for the hearing impaired in the United States. These data were collected during the 1968-69 school year by the Annual Survey of Hearing Impaired Children and Youth. This report presents information about the types and size of programs attended by hearing impaired students, as well as describing the age, sex and degree of hearing loss of the students. Data on other characteristics of these students have appeared in earlier publications (See inside back cover).

The Annual Survey of Hearing Impaired Children and Youth is a continuing program which began operations May, 1968. The program is aimed at collecting and disseminating information regarding characteristics of hearing impaired children and youth. The Office of Demographic Studies of Gallaudet College conducts the Survey. The major share of funding for the project is provided by the Division of Research, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education and Welfare.

Currently, the Survey is directing its efforts towards collecting data on hearing impaired students enrolled in special educational programs. Developmental work is underway for collecting data on hearing impaired children and youth who are not enrolled in special educational programs. Further details about the Annual Survey Program may be found in Appendix I.

METHODOLOGY AND SOURCES OF THE DATA

During the 1968-69 school year, data collection efforts were directed towards 101 institutions listed in the *American Annals of the Deaf*[1] as "Schools for the Deaf" and a 15 percent sample of the institutions listed as "Classes" in the *Annals.* The sample of "Classes" was chosen in a manner to provide representation with respect to size of program, geographical location, and type of control, i.e., public or private. Appendix IV gives a list of the programs currently participating in the Survey. The programs that participated during the 1968-69 school year, from which the data in this report were obtained, also are specified in the Appendix.

As seen in Table A, 75 percent of the institutions asked to join the Survey participated in the program. The total number of individual records received during the first year of data collection was 25,363. This figure represents 80 percent of the total enrollment of those institutions invited to participate (See Table B). Included in the enrollment figures for

[1] *Directory of Services for the Deaf in the United States: American Annals of the Deaf,* Powrie V. Doctor, Editor, 1968 Edition.

TABLE A: Participation in the Annual Survey of Hearing Impaired Children and Youth, by Institution: 1968-69 school year

Type of Institution	Total asked to join survey	Institutions that returned completed data forms	
		Number	Percent
All institutions	189	142	75.1
Schools	101	79	78.2
Classes	88	63	71.6

TABLE B: Participation in the Annual Survey of Hearing Impaired Children and Youth, by Enrollment: 1968-69 school year

Type of Institution	Enrollment in those asked to join survey	Enrollment in Institutions that returned completed data forms	
		Number	Percent
All institutions	31,706	25,363	80.0
Schools	22,376	17,372	77.6
Classes	9,330[1]	7,991[1]	85.6

[1] Includes 2,727 students enrolled in itinerant programs

classes in Table B are 2,727 students enrolled in itinerant programs. Except for periods of special instruction provided by visiting teachers, these children generally attend schools for normal hearing children. Records for children in itinerant programs were not specifically requested during the 1968-69 school year. However, when submitted, they were processed and included in the data. Most of these records (about 80 percent) were obtained from two states, Pennsylvania and the District of Columbia. The remaining 20 percent came from programs scattered throughout the United States. Currently, the Survey is collecting data on all special educational programs, including itinerant programs.

As mentioned above, records were received from approximately 75 percent of the programs asked to participate in the Survey. Many of those who were unable to participate were interested in the program but were unable to provide the staff necessary to complete the forms. Many of these programs are participating in the Survey for the 1969-70 school year.

Descriptive literature and letters requesting participation in the Annual Survey were mailed in August, 1968. The institutions were asked to return a questionnaire indicating their willingness to participate and the number of Survey forms they would require for their student population. Follow-up letters were sent and phone calls and personal visits were made throughout the school year to the institutions which did not reply affirmatively to the original invitations to participate. These efforts led to a better understanding of the program and a higher rate of participation. All programs agreeing to participate in the Survey were sent a Survey form (See Appendix II) for each student in their program and instructions for its completion (See Appendix III).

The items included on the form were selected on the basis of recommendations made by the National Advisory Committee to the Survey and by persons in the field. The major criteria for item selection were availability of the data and the potential utility of the data. Because the Survey is a continuing program, it is not necessary or desirable to obtain data on all useful items every year. Data on topics not covered in the 1968-69 Survey will be collected in subsequent Surveys.

As the forms were received by the Survey office, they were submitted to an editing process by which clerical errors and inconsistencies were corrected. In cases where further clarification of the data was needed, the reporting source was contacted again. Following this procedure, the records were coded and then transferred to computer tape.

QUALIFICATIONS AND LIMITATIONS OF THE DATA

As previously stated, approximately 78 percent of the residential and day schools for the deaf listed in the *Annals* participated in the Survey. Thus, the data presented here can be considered fairly representative of all students enrolled in schools for the hearing impaired. However, since only a 15 percent

sample of the "Classes" were asked to join the Survey the first year, students in these programs are under-represented in the data. This factor has important implications for the correct use and interpretation of the data presented in this publication. These implications will be described in more detail later as particular variables are discussed.

A general problem encountered in the Survey was the high rate of missing information for particular items. In this report, one item is of concern. Data on better-ear-averages shown in this report were determined by averaging the puretone threshold levels, for the better ear, at the frequencies of 500, 1000, and 2000 cycles per second. This information was not available for about 30 percent of the students. Of this number, only about 6 percent of the forms actually did not report any audiological results. The remaining 24 percent contained audiological information, but did not give results for one or more of the three frequencies used to compute the better-ear-average.

Currently, data collection activities have been expanded so that publication of data from future years will be more representative of the school-age hearing impaired population. Until then, it must be stated that the data presented in this publication represent the characteristics of approximately 25,000 hearing impaired children on whom the Survey office received records.

DISCUSSION OF THE DATA

The following series of tables present summary statistics on data gathered in the Annual Survey of Hearing Impaired Children and Youth for the 1968-69 school year. Specifically, age, sex and hearing threshold levels are shown in relationship to the type and size of program in which the students are enrolled. Definitions, qualifications and some notable aspects of these data are discussed here.

Age and Sex

Of the 25,363 records collected, 55 percent were for male students and 45 percent were for females. This distribution is similar to the sex ratios for hearing impaired students in special educational programs previously reported in other studies.

The chronological ages used in the tables are based on the student's age as of December 31, 1968. Table C shows the number and percent distribution by age and sex for the students covered by the Survey. It can be seen that the age distributions for males and females are similar. The group with the largest percentage of students (31.4 percent) was the 10-13 year age group. Due to the composition of the participating institutions, the proportion of students under six years of age (11.4) is understated in these data. When classes, preschool programs, and part-time programs are fully represented in the Survey, the proportion of students of preschool-age will be higher.

Hearing Threshold Levels

Hearing threshold levels are expressed in this report in terms of better-ear-averages. The better-ear-averages were determined by averaging puretone thresholds for the speech range (500, 1000, and 2000 Hz) in the better ear. Better-ear-averages are given in

TABLE C: Number and percent distribution, by age and sex of students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

	Both Sexes		Males		Females	
Age	Number	Percent	Number	Percent	Number	Percent
All Ages	25,363	100.0	13,878	100.0	11,485	100.0
Under 6 years	2,893	11.4	1,526	11.0	1,367	11.9
6-9 years	6,505	25.6	3,543	25.5	2,962	25.8
10-13 years	7,952	31.4	4,345	31.3	3,607	31.4
14-17 years	6,339	25.0	3,507	25.3	2,832	24.7
18 and over	1,674	6.6	957	6.9	717	6.2

decibels according to the ISO[1] standard. For the purposes of this report, audiological data reported in ASA[2] standard were converted to the ISO standard by adding ten decibels to the ASA average. In all, data were available to compute better-ear-averages for 17,733 students. The data had to be converted from the ASA standard to the ISO standard for about 19 percent of these students. The standard used was not reported for about 7 percent of the 17,733 students. The better-ear-averages for these students are treated in this report as though they were based on measurements obtained by the ISO standard. In some tables presenting hearing threshold levels, you will note the category "Unable to Compute". This refers to approximately 24 percent of the students for whom better-ear-averages could not be determined due to the omission of results for one or more of the frequencies used to compute the average. In some tables this category has been combined with those for whom no audiological information was supplied ("Not Reported"). These combined categories are referred to as "Not Available".

Table D shows the number and percent distribution by hearing threshold levels and sex for the 25,363 students for whom data were obtained in the 1968-69 Survey. It will be shown later that students in day class and itinerant programs have less severe hearing losses than students in residential and day school programs. Therefore, the high proportion of students with severe hearing losses shown in Table D and in the total columns of other tables reflect the fact that a disproportionately high number of the students in the Survey attended residential and day school programs.

[1] International Organization for Standardization

[2] American Standards Association

Type of Program

Detailed Tables 1-3 show the types of programs attended by the students covered by the Survey for the 1968-69 school year.

Seven categories have been used to describe the different types of programs in which the hearing impaired students were enrolled. Three of these, "Residential Schools", "Day Schools", and "Full-time Classes" describe special educational programs which students attend on a full-time basis.

The categories "Regular Classes Plus Special Training" and "Itinerant" describe programs attended by students who are receiving special educational services only on a part-time basis. Students in these programs spend the majority of their school day in regular classes for hearing children.

The category "Preschool" describes programs that provide services to preschool children only. Not included in this category are preschool programs which are part of a larger, more comprehensive program, e.g., a residential school for the deaf. Students in a preschool program at a residential

TABLE D: Number and percent distribution, by hearing threshold levels and sex, of students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

Better-Ear-Averages	Both Sexes		Males		Females	
In Decibels (ISO)[1]	Number	Percent	Number	Percent	Number	Percent
All Hearing Levels	25,363	100.0	13,878	100.0	11,485	100.0
Under 10	232	0.9	132	1.0	100	0.9
10-39	1,748	6.9	1,000	7.2	748	6.5
40-64	2,618	10.3	1,547	11.1	1,071	9.3
65-84	4,332	17.1	2,846	20.5	1,896	16.5
85 and above	8,803	34.7	4,684	33.8	4,119	35.9
Unable to compute	6,050	23.9	3,195	23.0	2,855	24.9
Not reported	1,580	6.2	884	6.4	696	6.1

[1] Average hearing threshold in better ear computed at 500, 1000 and 2000 cycles per second.

school would be included in the residential school classification only.

"Other" covers a variety of special situations which occurred infrequently and therefore, were not given a separate classification.

Table E shows the number and percent distribution of the types of programs attended by the students in the participating special educational programs. As mentioned earlier, during the first year of the Survey, greater emphasis was placed on collecting data from "Schools". Thus, Table E shows that about 70 percent of the students were enrolled in "School" programs. Current estimates indicate that slightly less than 50 percent of all hearing impaired students in special educational programs are enrolled in "Schools".

Table 1 presents the sex and detailed age distribution according to type of program attended. A percentage distribution for selected age groups according to type of program attended is given in Table F.

Table 2 gives the frequency distribution by hearing threshold levels (better-ear-averages) according to type of program attended. A percent distribution summarizing some of these data is given in Table G. Although there were a large number of students for whom data were not available to compute

TABLE E: Number and percent distribution by type of program attended by students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

Type of Program	Number of Students	Percent
All Programs	25,363	100.0
Residential Schools	13,231	52.2
Day Schools	4,436	17.5
Full-Time Classes	2,012	7.9
Regular Classes Plus Special Training	1,080	4.3
Preschool Programs[1]	1,159	4.6
Itinerant Programs	2,727	10.8
Other	718	2.8

[1]Programs that provide services for preschool children only.

TABLE F: Percent distribution by age and type of program attended by students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

Age	Type of Program							
	All Programs	Residential Schools	Day Schools	Full-time Classes	Regular Classes Plus Special Training	Preschool Programs[1]	Itinerant Programs	Other
All Ages	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 3 years	0.4	–	0.4	–	–	6.2	0.2	1.7
3-5 years	11.0	4.9	19.8	2.2	0.5	92.3	2.3	8.4
6-9 years	25.7	22.0	31.5	39.1	24.5	1.5	32.9	30.2
10-13 years	31.3	32.2	28.2	42.9	35.5	–	34.6	32.4
14-17 years	25.0	31.1	16.6	13.1	31.2	–	26.6	21.8
18 years and over	6.6	9.5	3.2	2.4	8.3	–	3.2	5.2

[1]Programs that provide services to preschool children only.

TABLE G: Percent distribution by hearing threshold level and type of program, attended by students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

Better-Ear-Averages In Decibels (ISO)[1]	All Programs	Residential Schools	Day Schools	Full-time Classes	Regular Classes Plus Special Training	Preschool Programs[2]	Itinerant Programs	Other
All Hearing Levels	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 25	3.0	0.1	0.4	0.6	4.9	1.6	22.1	6.2
25-39	4.8	0.2	1.0	2.4	8.1	1.2	29.4	25.2
40-54	5.3	1.7	2.0	9.2	16.7	3.0	18.5	18.5
55-64	5.0	3.7	4.1	8.2	12.4	4.0	7.1	6.6
65-74	7.6	7.5	7.6	11.2	13.6	7.1	4.5	4.5
75-84	9.4	10.7	10.7	10.9	9.5	9.3	1.8	3.6
85 and above	34.7	42.4	44.9	28.5	19.4	25.1	1.9	9.6
Not available	30.0	33.5	29.4	29.0	15.3	48.7	14.5	25.8

[1] Average hearing threshold in the better ear computed at 500,1000, 2000 cycles per second.

[2] Programs that provide services to preschool children only.

better-ear-averages, it is obvious that students enrolled in "School Programs" had higher threshold levels than the students enrolled in other types of programs.

Size of Program

Frequency distributions by age and hearing threshold levels according to "Size of Program" attended are presented in detailed Tables 4, 5, and 6. "Size of Program" refers to the total number of hearing impaired students enrolled in each participating program. As previously pointed out, however, because of the over-representation of school programs in the data, these tables may not reflect the actual distributions by size for all programs providing educational services for the hearing impaired. It is of interest to note that even though 64 percent of the participating programs had enrollments of 100 students or less, 61 percent of the students on whom records were received attended programs with enrollments of 200 students or more. As may be expected, in almost all cases, the programs with enrollments of 200 or more were residential or day schools.

Tables H and I have been summarized from the detailed data presented in Tables 4 and 5. As can be seen in Table H, programs with enrollments of under 100 students tended to have a larger percentage of students under age six than did the programs with larger enrollments.

The data in Table I indicate that in the programs with enrollments of under 100 students, there was a larger percentage of students with hearing threshold levels under 65 decibels. The data also show that there is a progressively higher proportion of students with hearing threshold levels of 65 decibels or higher for the three size of enrollment groups shown, i.e., 32.3 percent for programs with enrollments under 100, 51.7 percent for programs with enrollments from 100-199 and 57.9 percent for programs with enrollments of 200 students or more.

SUMMARY

Data on 25,363 students enrolled in special educational programs for the hearing impaired are presented here. These data describe the types and size of programs attended by these students and show the

TABLE H: Number and percent distribution, by size of program and age of students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

Age	Size of Program							
	All Programs		Under 100		100 to 199		200 and Over	
	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent
All Ages	25,363	100.0	4,804	100.0	5,247	100.0	15,312	100.0
Under 6 years	2,893	11.4	1,119	23.3	597	11.4	1,177	7.7
6-9 years	6,505	25.6	1,384	28.8	1,424	27.1	3,697	24.1
10-13 years	7,952	31.4	1,358	28.3	1,705	32.5	4,889	31.9
14-17 years	6,339	25.0	797	16.6	1,209	23.0	4,333	28.3
18 years & over	1,674	6.6	146	3.0	312	5.9	1,216	7.9

relationship between these variables and the age, sex and hearing threshold levels of the students.

The methodology and sources of the data have been discussed. A list of the participating programs is given in Appendix IV. It was noted that records were obtained for about 80 percent of the students enrolled in the programs that were invited to participate in the Survey.

The qualifications and limitations of the data also were discussed. It was particularly stressed that the data are not representative of all hearing impaired students. Seventy percent of the students for whom data were given attended schools (mainly residential) and the remaining 30 percent were students in day class and other part-time programs. Presently in the United States, about 50 percent of the hearing impaired students are enrolled in school programs and 50 percent in day class programs. Current data collection activities are designed to obtain more representative coverage of the hearing impaired population and to obtain more complete information for students in the Survey. Until these problems can be resolved, the data in this report apply only to the 25,363 students that participated in the Survey for the 1968-69 school year.

This and previously published reports from the data collected during the first year of the Annual Survey of Hearing Impaired Children and Youth represent a beginning effort to provide more factual knowledge about hearing impaired students in the United States. Despite the limitations of the data noted, these reports can provide the impetus for more intensive studies.

Again we express our appreciation to all the participating programs and persons who have given so generously of their time and cooperation to this project.

TABLE I: Percent distribution, by size of program and hearing threshold levels, of students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

Better-Ear-Averages In Decibels (ISO)[1]	Size of Program			
	All Programs	Under 100	100 to 199	200 and over
All Hearing Levels	100.0	100.0	100.0	100.0
Under 10	0.9	2.1	1.4	0.4
10-39	6.9	15.3	7.4	4.1
40-64	10.3	19.9	8.0	8.1
65-84	17.1	14.6	15.9	18.2
85 and above	34.7	17.7	35.8	39.7
Unable to compute	23.9	23.7	26.6	22.9
Not reported	6.2	6.8	4.8	6.5

[1] Average hearing threshold in better ear computed at 500, 1000, 2000 cycles per second.

LIST OF DETAILED TABLES

TABLE 1: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age and Sex, According to Type of Program: United States, 1968-69 School Year.

TABLE 2: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Hearing Threshold Levels and Sex, According to Type of Program: United States, 1968-69 School Year.

TABLE 3: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age and Hearing Threshold Levels, According to Type of Program: United States, 1968-69 School Year.

TABLE 4: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age, According to Size of Program: United States, 1968-69 School Year.

TABLE 5: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Hearing Threshold Levels, According to Size of Program: United States, 1968-69 School Year.

TABLE 6: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age and Hearing Threshold Levels, According to Size of Program: United States, 1968-69 School Year.

TABLE 1: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE AND SEX, ACCORDING TO THE TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

Sex and Age	TYPE OF PROGRAM							
	Total Students	Residential Schools	Day Schools	Full-time Classes	Regular Classes Plus Special Training	Preschool Programs[1]	Itinerant Programs	Other
Both Sexes–All Ages	25,363	13,231	4,436	2,012	1,080	1,159	2,727	718
Under 3 years	114	4	20	–	–	72	6	12
3 years	515	43	142	7	1	301	10	11
4 years	1,413	292	493	18	1	571	9	29
5 years	851	319	246	20	3	197	45	21
6 years	1,224	478	323	158	27	18	174	46
7 years	1,413	619	296	184	73	–	195	46
8 years	1,695	760	360	198	68	–	245	64
9 years	2,173	1,065	417	249	96	–	285	61
10 years	2,499	1,361	436	285	105	–	248	64
11 years	1,830	970	268	218	90	–	222	62
12 years	1,845	981	283	196	100	–	237	48
13 years	1,778	959	267	166	89	–	238	59
14 years	1,698	1,035	215	94	98	–	211	45
15 years	1,647	1,055	205	76	70	–	199	42
16 years	1,662	1,097	196	56	88	–	188	37
17 years	1,332	929	126	36	81	–	127	33
18 years	893	654	80	29	55	–	56	19
19 years	537	414	50	13	27	–	25	8
20 years & over	244	196	13	9	8	–	7	11

[1] Programs that provide services to preschool children only.

TABLE 1 (Continued): NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE AND SEX, ACCORDING TO TYPE OF PROGRAM: UN TED STATES, 1968-69 SCHOOL YEAR.

Sex and Age	TYPE OF PROGRAM							
	Total Students	Residential Schools	Day Schools	Full-time Classes	Regular Classes Plus Special Training	Preschool Programs[1]	Itinerant Programs	Other
Males–All Ages	13,878	7,300	2,391	1,089	557	612	1,531	398
Under 3 years	66	3	12	–	–	41	2	8
3 years	252	14	68	2	1	161	5	1
4 years	739	153	270	8	1	290	5	12
5 years	469	171	135	8	1	114	25	15
6 years	647	262	173	76	10	6	92	28
7 years	813	350	178	110	42	–	103	30
8 years	893	404	185	98	28	–	140	38
9 years	1,190	580	228	131	44	–	171	36
10 years	1,350	722	239	159	55	–	134	41
11 years	1,036	561	139	129	44	–	135	28
12 years	986	523	154	102	59	–	119	29
13 years	973	545	142	86	51	–	115	34
14 years	936	561	119	53	50	–	131	22
15 years	903	586	106	52	32	–	103	24
16 years	916	621	95	25	50	–	108	17
17 years	752	522	66	23	45	–	81	15
18 years	497	369	42	13	29	–	34	10
19 years	320	239	32	9	14	–	23	3
20 years & over	140	114	8	5	1	–	5	7

[1]Programs that provide services to preschool children only.

TABLE 1 (Continued): NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE AND SEX, ACCORDING TO TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

Sex and Age	TYPE OF PROGRAM							
	Total Students	Residential Schools	Day Schools	Full-time Classes	Regular Classes Plus Special Training	Preschool Programs[1]	Itinerant Programs	Other
Females–All Ages	**11,485**	**5,931**	**2,045**	**923**	**523**	**547**	**1,196**	**320**
Under 3 years	48	1	8	–	–	31	4	4
3 years	263	29	74	5	–	140	5	10
4 years	674	139	223	10	–	281	4	17
5 years	382	148	111	12	2	83	20	6
6 years	577	216	150	82	17	12	82	18
7 years	600	269	118	74	31	–	92	16
8 years	802	356	175	100	40	–	105	26
9 years	983	485	189	118	52	–	114	25
10 years	1,149	639	197	126	50	–	114	23
11 years	794	409	129	89	46	–	87	34
12 years	859	458	129	94	41	–	118	19
13 years	805	414	125	80	38	–	123	25
14 years	762	474	96	41	48	–	80	23
15 years	744	469	99	24	38	–	96	18
16 years	746	476	101	31	38	–	80	20
17 years	580	407	60	13	36	–	46	18
18 years	396	285	38	16	26	–	22	9
19 years	217	175	18	4	13	–	2	5
20 years & over	104	82	5	4	7	–	2	4

[1] Programs that provide services to preschool children only.

TABLE 2: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY HEARING THRESHOLD LEVELS AND SEX, ACCORDING TO TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

Better-Ear-Averages In Decibels (ISO)[1] and Sex	TYPE OF PROGRAM							
	Total Students	Residential Schools	Day Schools	Full-time Classes	Regular Classes Plus Special Training	Preschool Programs[2]	Itinerant Programs	Other
Both Sexes—All Hearing Levels	**25,363**	**13,231**	**4,436**	**2,012**	**1,080**	**1,159**	**2,727**	**718**
Under 10	232	6	5	4	7	2	202	6
10-24	540	18	13	8	46	16	400	39
25-39	1,208	31	43	48	88	14	803	181
40-54	1,353	224	90	186	180	35	505	133
55-59	549	187	69	71	70	22	105	25
60-64	716	311	110	95	64	24	90	22
65-69	886	431	152	118	74	33	66	12
70-74	1,051	557	185	107	74	50	58	20
75-79	1,117	674	190	108	56	51	28	10
80-84	1,278	744	282	111	46	57	22	16
85-89	1,308	768	298	119	47	49	15	12
90-98	3,110	1,890	725	238	83	124	24	26
99 & above	4,385	2,956	970	217	80	118	13	31
Unable to Compute	6,050	3,481	1,108	446	120	505	314	76
Not Reported	1,580	953	196	136	45	59	82	109

[1] Average hearing threshold in the better ear computed at 500, 1000, 2000 cycles per second.
[2] Programs that provide services to preschool children only.

TABLE 2 (Continued): NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY HEARING THRESHOLD LEVELS AND SEX, ACCORDING TO TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

Better-Ear-Averages In Decibels (ISO)[1] and Sex	TYPE OF PROGRAM							
	Total Students	Residential Schools	Day Schools	Full-time Classes	Regular Classes Plus Special Training	Preschool Programs[2]	Itinerant Programs	Other
Males—All Hearing Levels	**13,878**	**7,300**	**2,391**	**1,089**	**557**	**612**	**1,531**	**398**
Under 10	132	4	3	2	6	1	113	3
10-24	311	11	8	5	29	9	227	22
25-39	689	15	28	30	54	5	457	100
40-54	801	126	59	124	100	20	296	76
55-59	330	124	32	42	42	16	60	14
60-64	416	190	58	49	43	13	54	9
65-69	509	262	96	64	29	17	34	7
70-74	589	310	107	57	39	29	34	13
75-79	635	412	100	56	26	25	13	3
80-84	703	418	146	66	19	34	11	9
85-89	713	430	163	66	23	21	4	6
90-98	1,699	1,061	391	120	34	65	13	15
99 & above	2,272	1,542	496	116	34	61	6	17
Unable to Compute	3,195	1,869	589	214	53	257	171	42
Not Reported	884	526	115	78	26	39	38	62

[1] Average hearing threshold in the better ear computed at 500, 1000, 2000 cycles per second.
[2] Programs that provide services to preschool children only.

TABLE 2 (Continued): NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY HEARING THRESHOLD LEVELS AND SEX, ACCORDING TO TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

Better-Ear-Averages In Decibels (ISO)[1] and Sex	TYPE OF PROGRAM							
	Total Students	Residential Schools	Day Schools	Full-time Classes	Regular Classes Plus Special Training	Preschool Programs[2]	Itinerant Programs	Other
Females—All Hearing Levels	**11,485**	**5,931**	**2,045**	**923**	**523**	**547**	**1,196**	**320**
Under 10	100	2	2	2	1	1	89	3
10-24	229	7	5	3	17	7	173	17
25-39	519	16	15	18	34	9	346	81
40-54	552	98	31	62	80	15	209	57
55-59	219	63	37	29	28	6	45	11
60-64	300	121	52	46	21	11	36	13
65-69	377	169	56	54	45	16	32	5
70-74	462	247	78	50	35	21	24	7
75-79	482	262	90	52	30	26	15	7
80-84	575	326	136	45	27	23	11	7
85-89	595	338	135	53	24	28	11	6
90-98	1,411	829	334	118	49	59	11	11
99 & above	2,113	1,414	474	101	46	57	7	14
Unable to Compute	2,855	1,612	519	232	67	248	143	34
Not Reported	696	427	81	58	19	20	44	47

[1] Average hearing threshold in the better ear computed at 500, 1000, 2000 cycles per second.
[2] Programs that provide services to preschool children only.

TABLE 3: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE AND HEARING THRESHOLD LEVELS, ACCORDING TO TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

Better Ear Averages in Decibels (ISO)[1] and Age	TYPE OF PROGRAM							
	Total Students	Residential Schools	Day Schools	Full-time Classes	Regular Classes Plus Special Training	Preschool Programs[2]	Itinerant Programs	Other
All Ages—All Hearing Levels	**25,363**	**13,231**	**4,436**	**2,012**	**1,080**	**1,159**	**2,727**	**718**
Under 40	1,980	55	61	60	141	32	1,405	226
40-64	2,618	722	269	352	314	81	700	180
65-84	4,332	2,406	809	444	250	191	174	58
85 and Above	8,803	5,614	1,993	574	210	291	52	69
Not Available	7,630	4,434	1,304	582	165	564	396	185
Under 3 Years	**114**	**4**	**20**	**–**	**–**	**72**	**6**	**12**
Under 40	4	–	–	–	–	2	1	1
40-64	6	–	3	–	–	3	–	–
65-84	9	1	1	–	–	5	–	2
85 and Above	11	1	1	–	–	6	–	3
Not Available	84	2	15	–	–	56	5	6
3-5 Years	**2,779**	**654**	**881**	**45**	**5**	**1,069**	**64**	**61**
Under 40	66	–	12	–	1	29	16	8
40-64	160	14	35	3	–	76	13	19
65-84	420	96	115	10	2	184	4	9
85 and Above	791	235	251	14	2	277	3	9
Not Available	1,342	309	468	18	–	503	28	16
6-9 Years	**6,505**	**2,922**	**1,396**	**789**	**264**	**18**	**899**	**217**
Under 40	681	7	18	23	46	1	501	85
40-64	732	119	91	148	91	2	229	52
65-84	1,013	483	238	167	60	2	47	16
85 and Above	2,161	1,192	667	225	38	8	14	17
Not Available	1,918	1,121	382	226	29	5	108	47
10-13 Years	**7,952**	**4,271**	**1,254**	**865**	**384**	**–**	**945**	**233**
Under 40	729	16	22	28	68	–	515	80
40-64	900	243	86	146	118	–	245	62
65-84	1,391	760	271	201	91	–	54	14
85 and Above	2,757	1,836	614	232	52	–	10	13
Not Available	2,175	1,416	261	258	55	–	121	64
14-17 Years	**6,339**	**4,116**	**742**	**262**	**337**	**–**	**725**	**157**
Under 40	449	23	6	8	25	–	339	48
40-64	684	271	47	51	86	–	189	40
65-84	1,192	839	146	61	78	–	58	10
85 and Above	2,381	1,779	398	80	84	–	19	21
Not Available	1,633	1,204	145	62	64	–	120	38
18 Years and Over	**1,674**	**1,264**	**143**	**51**	**90**	**–**	**88**	**38**
Under 40	51	9	3	1	1	–	33	4
40-64	136	75	7	4	19	–	24	7
65-84	307	227	38	5	19	–	11	7
85 and Above	702	571	62	23	34	–	6	6
Not Available	478	382	33	18	17	–	14	14

[1]Average hearing threshold in better ear computed at 500, 1000, 2000 cycles per second.

[2]Programs that provide services to preschool children only.

TABLE 4: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE, ACCORDING TO SIZE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

Age	SIZE OF PROGRAM										
	Total Students	Under 20	20 to 39	40 to 59	60 to 99	100 to 139	140 to 199	200 to 299	300 to 399	400 to 499	500 and over
All Ages	25,363	566	1,014	910	2,314	1,997	3,250	4,877	3,836	2,332	4,267
Under 3 years	114	6	34	32	20	3	2	10	–	1	6
3 years	515	36	99	90	58	51	32	108	4	24	13
4 years	1,413	49	141	178	148	173	122	318	20	116	148
5 years	851	15	59	80	74	101	113	186	58	60	105
6 years	1,224	33	70	43	141	114	154	268	145	81	175
7 years	1,413	36	55	51	176	141	160	291	193	105	205
8 years	1,695	60	67	57	190	160	213	324	204	146	274
9 years	2,173	47	77	68	213	200	282	422	349	187	328
10 years	2,499	50	91	70	213	189	344	462	411	240	429
11 years	1,830	44	71	38	175	146	267	359	293	143	294
12 years	1,845	42	58	40	186	137	244	378	283	163	314
13 years	1,778	31	42	37	170	151	227	311	300	176	333
14 years	1,698	22	39	36	140	130	238	320	300	167	306
15 years	1,647	33	37	27	122	86	218	284	311	182	347
16 years	1,662	36	26	25	109	89	220	263	314	238	342
17 years	1,332	16	17	17	95	63	165	233	288	152	286
18 years	893	6	16	12	55	40	129	172	198	81	184
19 years	537	3	4	8	17	18	78	105	135	43	126
20 years & over	244	1	11	1	12	5	42	63	30	27	52

TABLE 5: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY HEARING THRESHOLD LEVELS, ACCORDING TO SIZE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

Better-Ear-Averages in Decibels (ISO)[1]	SIZE OF PROGRAM										
	Total Students	Under 20	20 to 39	40 to 59	60 to 99	100 to 139	140 to 199	200 to 299	300 to 399	400 to 499	500 and over
All Hearing Levels	25,363	566	1,014	910	2,314	1,997	3,250	4,877	3,836	2,332	4,267
Under 10	232	10	23	7	54	49	25	50	–	–	9
10-24	540	36	56	15	120	119	31	120	3	2	38
25-39	1,208	72	103	46	285	184	53	251	14	5	195
40-54	1,353	89	111	73	314	134	78	202	90	37	225
55-59	549	21	34	27	81	38	62	106	70	29	81
60-64	716	34	40	23	107	48	60	135	118	59	92
65-69	886	21	35	36	99	59	107	161	158	70	140
70-74	1,051	28	46	26	84	83	131	195	180	116	162
75-79	1,117	19	31	38	75	78	127	224	193	124	208
80-84	1,278	19	35	30	80	94	157	284	232	136	211
85-89	1,308	15	31	33	81	100	180	273	221	145	229
90-98	3,110	46	75	86	159	191	418	651	517	397	570
99 and above	4,385	27	85	59	154	279	711	948	742	676	704
Unable to Compute	6,050	89	236	346	467	485	913	1,130	747	455	1,182
Not Reported	1,580	40	68	65	154	56	197	147	551	81	221

[1]Average hearing threshold in better ear computed at 500, 1000, 2000 cycles per second.

TABLE 6: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE AND HEARING THRESHOLD LEVELS, ACCORDING TO SIZE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

Better-Ear-Averages in Decibels (ISO)[1] and Age	SIZE OF PROGRAM										
	Total Students	Under 20	20 to 39	40 to 59	60 to 99	100 to 139	140 to 199	200 to 299	300 to 399	400 to 499	500 and over
All Ages & All Hearing Levels	**25,363**	**566**	**1,014**	**910**	**2,314**	**1,997**	**3,250**	**4,877**	**3,836**	**2,332**	**4,267**
Under 40	1,980	118	187	68	459	352	109	421	17	7	242
40-64	2,618	144	185	123	502	220	200	443	278	125	398
65-84	4,332	87	147	130	338	314	522	864	763	446	721
85 and Above	8,803	88	191	178	394	570	1,309	1,872	1,480	1,218	1,503
Not Available	7,630	129	304	411	621	541	1,110	1,277	1,298	536	1,403
Under 3 Years	**114**	**6**	**34**	**32**	**20**	**3**	**2**	**10**	**–**	**1**	**6**
Under 40	4	1	2	–	–	–	–	–	–	–	1
40-64	6	–	2	1	1	–	1	1	–	–	–
65-84	9	2	2	1	1	–	–	–	–	1	2
85 and Above	11	1	3	3	–	1	–	2	–	–	1
Not Available	84	2	25	27	18	2	1	7	–	–	2
3-5 Years	**2,779**	**100**	**299**	**348**	**280**	**325**	**267**	**612**	**82**	**200**	**266**
Under 40	66	–	16	2	11	7	1	19	1	–	9
40-64	160	5	27	18	23	19	5	34	–	2	27
65-84	420	20	43	50	44	51	38	87	7	21	59
85 and Above	791	30	74	79	61	107	70	182	11	70	107
Not Available	1,342	45	139	199	141	141	153	290	63	107	64
6-9 Years	**6,505**	**176**	**269**	**219**	**720**	**615**	**809**	**1,305**	**891**	**519**	**982**
Under 40	681	39	69	28	147	140	34	132	3	–	89
40-64	732	55	70	37	163	68	48	127	39	12	113
65-84	1,013	26	29	31	101	85	117	238	156	93	137
85 and Above	2,161	23	40	42	133	194	316	500	329	269	315
Not Available	1,918	33	61	81	176	128	294	308	364	145	328
10-13 Years	**7,952**	**167**	**262**	**185**	**744**	**623**	**1,082**	**1,510**	**1,287**	**722**	**1,370**
Under 40	729	46	62	20	184	125	46	151	4	4	87
40-64	900	52	54	38	176	73	78	157	91	41	140
65-84	1,391	26	44	26	108	107	171	293	280	126	210
85 and Above	2,757	20	48	30	108	175	417	589	512	383	475
Not Available	2,175	23	54	71	168	143	370	320	400	168	458
14-17 Years	**6,339**	**107**	**119**	**105**	**466**	**368**	**841**	**1,100**	**1,213**	**739**	**1,281**
Under 40	449	30	32	18	102	73	25	113	7	3	46
40-64	684	29	25	24	124	53	54	105	113	55	102
65-84	1,192	13	24	17	74	55	153	190	250	175	241
85 and Above	2,381	12	19	17	72	80	382	444	477	402	476
Not Available	1,633	23	19	29	94	107	227	248	366	104	416
18 Years and Over	**1,674**	**10**	**31**	**21**	**84**	**63**	**249**	**340**	**363**	**151**	**362**
Under 40	51	2	6	–	15	7	3	6	2	–	10
40-64	136	3	7	5	15	7	14	19	35	15	16
65-84	307	–	5	5	10	16	43	56	70	30	72
85 and Above	702	2	7	7	20	13	124	155	151	94	129
Not Available	478	3	6	4	24	20	65	104	105	12	135

[1] Average hearing threshold in better ear computed at 500, 1000, 2000 cycles per second.

APPENDICES

Appendix I — Description of The Annual Survey of Hearing Impaired Chidren and Youth

Appendix II — Data Collection Form Used In The Annual Survey for the 1968-69 School Year

Appendix III — Instructions for Completing the Annual Survey Form

Appendix IV — Programs Participating in the Annual Survey of Hearing Impaired Children and Youth

APPENDIX I

The Annual Survey of Hearing Impaired Children and Youth

BACKGROUND AND POLICIES

The Annual Survey of Hearing Impaired Children and Youth began its activities in May, 1968. The program was established as a permanent organization to collect, process and disseminate data on hearing impaired individuals through college age in the United States. Two preceding years of pilot and developmental work in a five state area determined its operational feasibility and crystallized its methodology. The Division of Research, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education and Welfare initiated the Annual Survey and provides the major share of its funding. The program is conducted by the Office of Demographic Studies of Gallaudet College.

The long range goal of the Annual Survey is to collect data on the entire hearing impaired population through college age in the United States. For operational reasons the hearing impaired population has been divided into three groups:

GROUP A – Hearing impaired individuals who are receiving special educational services related to their hearing loss.

GROUP B – Individuals who have been diagnosed as being hearing impaired but who are not receiving any special educational services.

GROUP C – Individuals in the general population who, in fact, are hearing impaired but their hearing loss has not been diagnosed at a given point in time.

Some of the major policies and principles that guide the operations and activities of the Annual Survey are given here. First, it is of paramount importance that participating institutions be assured that the data collected will be held in strictest confidence. Only staff members of the Office of Demographic Studies will have access to the records and then only for the purpose of preparing statistical summaries and for analyses of the data. Individual student identification may be established by code numbers assigned and known only by the reporting institution. Each school will receive data on its own students, but no information permitting identification of any individual student or school will be published or made available for any purpose. Independent researchers will have access only to summary statistics and will not know the identity of the schools from which the data were compiled.

The accuracy and quality of all data collected are of fundamental concern and importance to the Annual Survey. This program expends a substantial part of its resources in data evaluation procedures to enhance the reliability and validity of collected data and to describe any of its limitations. Towards this goal, the necessity of developing standard measuring instruments arises. During the first year of the program, our efforts were directed towards the area of academic achievement testing. As a first step in a long range plan of achievement test validation, it was decided to conduct a national achievement testing program. Approximately 12,000 Stanford Achievement Tests were administered to students in schools and classes for the hearing impaired during the 1968-69 school year. Achievement test scores for hearing impaired students based on the results of that national program were published and distributed in the Fall of 1969. Detailed information on the methodologies and findings of the achievement testing program can be found in the Annual Survey publication entitled *Academic Achievement Test Performance of Students in Schools and Classes for the Hearing Impaired: United States, Spring 1969.*

Finally, but also of great importance, is the fact that policies and direction of the Annual Survey are determined by a committee representing all areas of services to hearing impaired individuals. The committee is formally called the National Advisory Committee to the Annual Survey of Hearing Impaired Children and Youth. Its membership has broad width and depth in technical and executive expertise. In addition, a full range of consultants are called upon for advice and direction as special situations occur. Suggestions and comments also come from discussions with teachers, audiologists, psychologists and other professionals who work directly with hearing

impaired individuals. To be effective, the program must assist these persons in solving problems with which they struggle day after day.

DATA COLLECTION

In consideration of the resources available to the program and the different methodological procedures required to collect data on the various components of the target population, at the present time full scale data collection activities are directed at hearing impaired students enrolled in special educational programs (referred to earlier as Group A). Concurrently, pilot studies and other activities are in progress to develop and improve the methodology for collecting data on the other segments of the hearing impaired population.

During the first year of operation, records were sought from all schools and approximately fifteen percent of the day class programs for the hearing impaired. As a result of these efforts, records were obtained on slightly more than 25,000 hearing impaired students. During the 1969-70 school year, the Annual Survey is extending its coverage of reporting sources. Efforts are being made to reach students in all special classes for the hearing impaired as well as in all the schools. Base-line information similar to that collected during the 1968-69 school year (See Appendix II) is being obtained for all new students. In addition to the types of data collected during the first year, specific details regarding educational services students are receiving and information about the history of the hearing impairment are being collected on all students.

Present projections are that the Survey will obtain record forms on 35,000 students by the termination of the 1969-70 school year.

PUBLICATION OF THE DATA AND PROGRAM SERVICES

The program rapidly is accumulating a large volume of statistical data. The processing and dissemination of this data holds wide implications and potential benefits for educational, audiological, medical, psychological and other services to the hearing impaired. Towards the goal of fully utilizing the data, the program will make data available to independent investigators for research purposes. Masters' theses, doctoral dissertations, institutional level research programs, private studies, etc., are solicited. The Annual Survey also plans to produce at least six major publications per year not including those that may be prepared by independent researchers using data collected by this program.

Each participating school or program will receive distributions of the characteristics of their own students. The participating programs also may obtain a set of punch cards containing the information submitted on each of their students. Further, the Annual Survey office is available to provide consultation services to particular schools or school systems that are concerned with gathering and processing data on their students.

Participation in the Survey has led many of the institutions to examine their current forms and record keeping procedures. This led to requests that the Survey develop a uniform record form to keep student information for use in schools and classes throughout the country. A draft of such a form has been developed and comments on its contents and utility have been solicited from various types of school programs. A finalized record form may be available for use on an experimental basis in the 1970-71 school year.

The initial success of the Annual Survey can be measured only in terms of the levels of participation and interest expressed by many individuals. The ultimate success will be measured not in terms of volume of data that will be collected and published, but in terms of its contributions to improving educational and other opportunities for hearing impaired children and youth. In this regard, it appears that progress is being made. For the first time a vast body of statistical information is becoming available for research and planning purposes.

APPENDIX II

GALLAUDET COLLEGE
WASHINGTON, D.C.

ANNUAL CENSUS OF HEARING IMPAIRED CHILDREN
1968-69 School Year

FORM ACHIC-1

I. GENERAL INFORMATION

A. 1. Name _____ Date of Birth _____ Sex ☐ M ☐ F
(Last) (First) (Middle) (Mo., Day, Yr.)

2. Address _____
(Number and Street) (City) (County) (State & ZIP Code)

3. Present School _____
(Name)

4. Location _____
(Number and Street) (City) (County) (State & ZIP Code)

B. Probable Age At Onset of Hearing Loss: ☐ At Birth _____ Years of Age

C. Additional Handicapping Conditions: (Check all educationally significant handicapping conditions.)

☐ None
☐ Cleft Lip or Palate
☐ Severe Visual
☐ Mental Retardation
☐ Emotional Problems
☐ Behavioral Problems
☐ Perceptual-Motor Disorders
☐ Cerebral Palsy
☐ Other (describe) _____

II. EDUCATIONAL HISTORY

A. 1. Student Now Attends:

☐ Regular Classes Only
☐ Regular Classes Plus Special Training
Number of hours special training per week _____
☐ Fulltime Classes for Hearing Impaired
School For The Deaf
☐ Public ☐ Residential Student
☐ Private ☐ Day Student

☐ Other (describe) _____

2. Total Full Years Attended This School Since Age Six _____

B. Attendance at Other Schools Since Age Six: (Mark all that apply) If None Check Here ☐

Regular Classes Only- _____ Years
Regular Classes Plus Special Training- _____ Years
Fulltime Classes for Hearing Impaired- _____ Years
Schools for the Deaf- _____ Years
Other- _____ Years

C. Formal Education Prior to Age Six: If None Check Here ☐ If Unknown Check Here ☐

1. Age Started _____
2. Type (describe) _____

III. ACHIEVEMENT AND INTELLIGENCE TESTS

A. Most Recent Achievement Test

Description of Test			Grade Scores		
Name	Form No.	Level	Reading Level	Battery Median	Date Tested (Month, Yr.)

B. Most Recent Intelligence Test

Description of Test		I.Q. Scores		
Name	Form	Verbal	Nonverbal	Date Tested (Month, Yr.)

IV. RECOMMENDED EDUCATIONAL TRAINING

A. If facilities were available, would you recommend a different kind of educational training for the student than he presently is receiving? ☐ Yes ☐ No

B. If Yes, what type of program would you recommend?

☐ Special School for Hearing Impaired
☐ Special Program for Multiple Handicapped
☐ Fulltime Classes for Hearing Impaired
☐ Regular Classes Plus Special Training
☐ Regular Classes
☐ Other (specify) _____

FOR OFFICE USE:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80

V. AUDIOLOGICAL FINDINGS

A. Standard Used for Testing: ☐ ISO ☐ ASA

B. Air Conduction

	RIGHT EAR								LEFT EAR							
Frequency	125	250	500	1000	2000	4000	6000	8000	125	250	500	1000	2000	4000	6000	8000
Hearing Level																
For Office Use																

C. Unaided Speech Threshold

Test Used: ☐ SAT ☐ SRT ☐ Not Tested

Right		Left	Right		Left
☐	0-15 dB	☐	☐	45-59 dB	☐
☐	16-29 dB	☐	☐	60-79 dB	☐
☐	30-44 dB	☐	☐	80 dB & Over	☐

D. Examiner Identification

Name of Clinic or Place Conducting Audiological Examination

_____ Date _____

Address _____
(Number and Street) (City) (State & ZIP Code)

Profession of Examiner: ☐ Audiologist ☐ Otologist ☐ Other M.D.

Other (specify) _____

VI. HEARING AID USE

A. Does Student Use a Personal Aid? ☐ Yes ☐ No

If Yes, is Aid: ☐ Monaural ☐ Binaural

B. Speech Awareness Threshold With Aid is _____ dB.

C. Speech Reception Threshold With Aid is _____ dB.

VII. ABILITY TO COMMUNICATE

A. Receptive

1. If student uses a personal hearing aid, indicate ability to hear and understand both **with and without** a hearing aid. If student does not use a hearing aid, only record ability to hear and understand without a hearing aid.

With Hearing Aid		Without Hearing Aid
☐	Can hear and understand most speech	☐
☐	Can hear and understand some speech	☐
☐	Cannot hear and understand any speech	☐

2. Lipreading Ability: ☐ Good ☐ Fair ☐ None

3. Reading Ability: ☐ Good ☐ Fair ☐ None

B. Expressive

1. Speaking Ability: ☐ Others can understand most of his speech
☐ Others can understand only a little of his speech
☐ Others cannot understand his speech

2. Methods Used to Communicate to Others: (Check all that apply)
☐ Speech ☐ Writing ☐ Manual Alphabet ☐ Sign Language ☐ Gestures

Other (describe) _____

FOR OFFICE USE:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80

APPENDIX III

INSTRUCTIONS
FOR COMPLETING THE REPORTING FORM OF
THE ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN
1968-69 SCHOOL YEAR

A separate form is to be completed for each hearing impaired student enrolled in your program as of October 1, 1968. It is important that all forms be completed as uniformly as possible both within and between schools. Therefore, all of the following instructions and notes should be read through before the forms are prepared and then referred to whenever necessary while completing the forms. If there are any questions regarding the completion of the forms, the Survey office will be most eager to answer them.

Most parts of the form can be completed by anyone designated by the school administrators but it should be noted that in Section IV – *Recommended Educational Training* and Section VII – *Ability to Communicate,* the questions are of a subjective nature and would best be completed by persons in the school most familiar with the student's abilities.

Please try to complete all items. If information is not available, "N.A." should be written in, instead of leaving blank spaces.

All forms should be returned to the Survey office no later than January 15, 1969.

The instructions and notes which follow are numbered and lettered to correspond to the numbers and letters on the form (Form ACHIC-1).

ITEM	INSTRUCTIONS
I. GENERAL INFORMATION	
A.	
1. Name, Date of Birth, Sex	Self-explanatory.
NOTE: The name and address of the student (A.2.) is required to facilitate identification of individual students in the event further correspondence is required between the Survey office and the school to clarify information submitted on the form. As indicated previously, the Survey office is concerned with collecting data for national statistics. No information about individuals or individual schools will be published or given to anyone without the expressed, prior approval of the schools. In the event laws or regulations prohibit a school from sending names and addresses, it is permissible to submit, in lieu of the name, a distinctive code number for each student.	
2. Address	Indicate the usual address of the student when away from school.
3. Present School and 4. Location	Self-explanatory. (A rubber stamp may be used.)
B. Probable Age at Onset of Hearing Loss	Indicate the best estimate of the age at onset of the hearing loss by writing in the year or checking the box "At Birth." If unknown, write in "Unk."
C. Additional Handicapping Conditions	Check the appropriate box(es) or record in the space provided all handicapping conditions other than impairment of hearing, which have a present or may have a future impact on the educational potential of the student. If the student does not have any additional handicapping conditions, be sure to check "NONE."

NOTE: It should be noted that some of the categories are not necessarily mutually exclusive; therefore, if more than one box covers a single condition, check all boxes which apply.

The term "Perceptual-Motor Disorder" is defined as "variable inconsistent ability to process sensory information in order to execute appropriate motor responses."

ITEM	INSTRUCTIONS

II. EDUCATIONAL HISTORY

A.

1. Student Now Attends

Check the box (or boxes in the case of "Schools for the Deaf") that describes the program in which the student is enrolled. If the program is "Regular Classes Plus Special Training," indicate the number of hours per week the student receives this training. If none of the boxes appropriately describes the program, please describe on the line marked "OTHER."

NOTE: A "School for the Deaf" is defined as an institution consisting of a building or group of buildings used exclusively for the instruction of hearing handicapped children. A "Residential Student" is a student enrolled in a school for the deaf who remains overnight on weeknights during the school year. A "Day Student" is a student enrolled in a school for the deaf who goes home at the end of the school day.

"Full-time Classes for Hearing Impaired" apply to students, other than those enrolled in schools for the deaf, who receive special educational training on a full-time basis. Students may be counted in this category even if during the school day they participate in some activities with non-hearing handicapped students; these activities, however, should not normally exceed one or two hours of the school day.

"Regular Classes Plus Special Education" apply to students who are enrolled in special education programs other than defined above for schools for the deaf and full-time classes for hearing impaired.

2. Total Full Years Attended This School Since Age Six

Count all full years, except the present school year, the student was enrolled in your school, beginning with the year the student reached six years of age. (Provisions for recording education for earlier years are made in II. C.)

NOTE: If the student entered your school after the beginning of the school year, count it as a full year if he was in your school for one-half or more than one-half of the school year. If the student was registered for less than one-half of a school year in your school, report as "Attendance at Other Schools" below.

B. Attendance at Other Schools Since Age Six

Complete all five items. Indicate the number of years the student was enrolled in OTHER programs, beginning with the year he reached six years of age. Be sure to insert "O" for all programs in which the student was never enrolled and "N.A." if information is not available or unknown.

NOTE: If the student was in more than one program during a school year, record the approximate number of months in each program. If the student was in school for less than one full school year, record the approximate number of months he was in school for that year in the appropriate space. When recording months instead of years be sure to cross out *"years"* on the form and write in *"months"* or *"mos."* As noted in II.A.2. above - if the student was registered in your school for less than one-half of a school year, record the number of months in the appropriate category.

ITEM	INSTRUCTIONS
C. Formal Education Prior to Age Six	If the information is "NONE" or "UNKNOWN", check the appropriate box.
1. Age Started	Indicate the age of the student when he began training prior to age six.
2. Type	Describe the type of program. For example, "Preschool Class at Speech and Hearing Center" or "At Home, Tracy Clinic Series."

III. ACHIEVEMENT AND INTELLIGENCE TESTS

A. Most Recent Achievement Test	Give the name of the most recently administered test, the form number, battery level and other identifying information necessary to fully identify the particular test. For this test, report the Grade Score for the reading level and battery median and the date the test was given. If more than one test was administered on the same date and one of the tests was in the Stanford series, we would prefer the results of the Stanford test. If more than one test was administered on the same date and a Stanford test was not used, then please submit the score from whichever test you prefer.

NOTE: Because of the large variety of achievement tests, it is important to provide a complete description of the test administered. For example, an adequate description might be – "Stanford Achievement Test, Form W, Primary II Battery," *OR* "Metropolitan Achievement Test, Intermediate."

B. Most Recent Intelligence Test	Give name and form of the most recently administered test; indicate the student's score and record the date the test was administered.

NOTE: Because of the large variety of intelligence tests, it is important to provide a complete description of the test administered. For example, an adequate description might be – "California Test of Mental Maturity, Level 2."

ITEM	INSTRUCTIONS

IV. RECOMMENDED EDUCATIONAL TRAINING

NOTE: This section should be completed by the person in the school most familiar with the student's ability. For example, the person most familiar with the student might be the guidance counselor or the teacher the student had last year. In completing this section the respondent should *NOT* consider only the programs that are available in the particular locale, but should assume an ideal situation exists and all programs are available from which to choose.

A. Would you recommend a different kind of educational training?	Indicate by checking "Yes" or "No" if you would recommend a different kind of educational training for the student.
B. If Yes, what type of program?	If the answer was "Yes" to IV.A., indicate by checking one of the categories or specify in the space marked "Other" what type of program you would recommend.

V. AUDIOLOGICAL FINDINGS

A. Standard Used for Testing	Check the standard used. If the student has been tested for both standards, report the most recent. If both tests were given on the same day, report the ISO results.
B. Air Conduction	Indicate the results of the most recent pure-tone, air conduction audiometric test. Give results for as many frequencies as possible. Leave the spaces blank for which no attempt was made to test.
C. Unaided Speech Threshold	Indicate if the student was not tested or if tested, whether the test was "SAT" (Speech Awareness Threshold) or "SRT" (Speech Reception Threshold). Check the appropriate box for dB level WITHOUT aid for each ear. If both tests have been administered, report the "SAT."
D. Examiner Identification	Provide the name and address of the clinic or other place that conducted the pure-tone, air conduction examination reported above. If the test was given at your school, write in "At Present School." Be sure to record the date the audiometric test was given. Also indicate the profession of the person conducting the test by checking the appropriate box or describing in the space after "Other."

ITEM	INSTRUCTIONS
VI. HEARING AID USE	
A. Does Student Use a Personal Aid?	Indicate if the student uses a *personal* aid and if "Yes" whether the aid is monaural or binaural.
NOTE: The word "use" is defined as meaning the student wears the aid at least one hour per day.	
B. Speech Awareness Threshold With Aid	Indicate the *aided* SAT dB level.
C. Speech Reception Threshold With Aid	Indicate the *aided* SRT dB level.
	Record "N.A." if the information is not available.

APPENDIX IV

Participants in the Annual Survey of Hearing Impaired Children and Youth

ALABAMA
*Alabama Institute for the Deaf & Blind
*Birmingham Public Schools

ALASKA
*Anchorage Borough School District

ARIZONA
*Arizona State School for the Deaf & Blind
*Samuel Gompers Memorial Rehabilitation Center, Inc.
*Phoenix Elementary Oral Day Classes

ARKANSAS
Arkansas Speech & Hearing Center
Jenkins Memorial Children's Center

CALIFORNIA
Alhambra City School District
Alum Rock Union Elementary School District
*Anaheim Union High School District
Azusa Unified School District
Bellflower Unified School District
Butte County Schools
California School for the Deaf, Berkeley
*California School for the Deaf, Riverside
Cedarcreek School for the Deaf
Centinela Valley Union High School District
Centralia School District
Ceres Unified School District
Compton City Elementary School District
Covina Valley Unified School District
Cutler-Orosi Unified School District
Escondido Union School District
Eureka City Schools
Fremont Unified School District – Blacow Elementary
Fresno City Unified School District
Glendale Unified School District
Goleta Union Elementary School District
Hanford Elementary School District
Hayward City Unified School District
Chris Jespersen School
Kern County Schools
Lancaster Elementary School District
Little Lake City Elementary School District
Livermore Valley Joint Unified School District
Lompoc Unified School District
Long Beach Unified School District
Los Angeles City School District
Marin County Schools
Montebello Unified School District
Monterey County Schools
Mt. Diablo Therapy Center
Mt. Diablo Unified School District
Napa Valley Unified School District
Norwalk-La Mirada Unified School District
Oakland City Unified School District
Orange Unified School District
Palo Alto Unified School District
Pasadena City Unified School District
Pomona Unified School District
Redondo Beach City Elementary School District
*Richmond Unified School District
Riverside Unified School District
Sacramento City Unified School District
San Diego Unified School District
San Francisco Speech & Hearing Center
*San Francisco Unified School District
San Jose City Unified School District
San Juan Unified School District
*San Mateo County Schools
San Mateo Union High School District
Santa Ana Unified School District
Santa Clara Unified School District
Santa Rosa City School District
Shasta County Schools
Simi Valley Unified School District
South Eastern Los Angeles County Program for the Deaf
Stockton Unified School District
Sunnyvale Elementary School District
Sutter County Schools–Lincrest School
Tulare County Schools
Tulare Union High School District
Union Elementary School District
Ventura Unified School District

***Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 School Year.**

COLORADO

Children's Hospital, Denver
*Colorado School for the Deaf & Blind
*Colorado State College – Bishop Lehr Laboratory
*Jefferson County Public Schools R-1
Pleasant View Elementary School
Poudre R-1 Services for Aurally Handicapped Children

CONNECTICUT

Capitol Region Education Council – Hearing Impaired Class
Class for Preschool Hearing Impaired Children, Hartford
Easter Seals-Goodwill Industries Rehabilitation Center
East Hartford, Preschool Hearing Impaired
Enfield Public Schools – Preschool Hearing Impaired Class
Fairfield Public Schools – Preschool Hearing Impaired Class
Green Acres School
Hamden-New Haven Cooperative Educational Center
Magrath School
Monroe Preschool Hearing Impaired Program
*Mystic Oral School for the Deaf
Reynolds Preschool Hearing Impaired Program
South School
West Haven Department of Special Education

DELAWARE

*Margaret S. Sterck School for Hearing Impaired

DISTRICT OF COLUMBIA

*Department of Special Education
*Kendall School for the Deaf
*Speech and Hearing Center – Public Schools of the District of Columbia

FLORIDA

Brevard County Public Schools
*Dade County Day Classes for Deaf
*Florida School for the Deaf & Blind
Robert McCord Oral School
Palm Beach County Schools
Rock Lake Elementary School
Seminole Elementary School
Tampa Oral School for the Deaf

GEORGIA

*Atlanta Speech School, Inc.
The Davison School, Inc.
East Valley Elementary School
Lawton B. Evans School
*Georgia School for the Deaf
Houston Speech & Hearing School
Savannah Speech & Hearing Center
Robert Shaw Center

HAWAII

Central Intermediate School
*Diamond Head School for the Deaf
McKinley High School

IDAHO

*Idaho School for the Deaf & Blind
Speech & Hearing Center - Idaho State University

ILLINOIS

Bartonville Grade School Deaf Program
Bell Elementary School
Bi-County Oral Deaf Program
Black Hawk Hearing Handicapped Program
Champaign Community Schools
Chicago Vocational High School
Decatur Public School District
Dixon State School
*Elim Christian School for the Exceptional Child
Ericson School
Dr. Robert Henner Hearing & Speech Center
*Illinois School for the Deaf
Jamieson School
Marquette Elementary School
Thomas Metcalf School
Niles Township Department of Special Education
*Northwestern Illinois Association
Northwest Suburban Special Education Organization
*Perry School
Quincy Day Classes for Hearing Impaired
Ray School
Reinberg School
Scammon School
*South Metropolitan Association for Low-Incidence Handicapped
Special Education District of Lake County
Tazewell-Mason Counties Special Education Association
West Suburban Association for the Hearing Handicapped

***Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 school year.**

INDIANA

Ball State University
Central Avenue School
Deaf-Oral Nursery of the Rehabilitation Center, Evansville
East Chicago Day Class for the Deaf
Glenwood Elementary School
*Indiana School for the Deaf
Indiana University Medical Center
Marion Community Schools
Oral Deaf Classes & Hearing Conservation Program, South Bend

IOWA

Cedar Rapids Community School
Faith Aid for Teaching Impaired Hearing Children's Classes
Hope-Haven School
*Iowa School for the Deaf
Ottumwa Community School District
Preschool Class for the Partially Hearing, Waterloo
Sioux City Community School District
*Smouse Opportunity School
Wilson School-Oral Deaf Department

KANSAS

*Diagnostic & Resource Center, Wichita
Hays Regional Classroom for the Hard-of-Hearing
*Institute of Logopedics, Inc.
*Kansas School for the Deaf
Lawrence Unified School District 497 – Grant School
Shawnee Mission Public Schools
*University of Kansas Medical Center

KENTUCKY

*Kentucky School for the Deaf
Knox Central High School
*Lexington Deaf Oral School
*Louisville Deaf Oral Institute
*Louisville Public Schools

LOUISIANA

Acadia Parish School Board
Baton Rouge Speech & Hearing Foundation
Delgado College
Jefferson Parish School Board
Lafayette Parish School Board
*Louisiana School for the Deaf
Speech & Hearing Center of Southwest Louisiana, Inc.
*State School for the Deaf – Southern Branch
*Sunset Acres School

MAINE

Bangor Regional Speech & Hearing Center
*Governor Baxter State School for the Deaf
Northeast Hearing & Speech Center, Inc.
Pine Tree Society

MARYLAND

*William S. Baer School No. 301
Baltimore County Department of Special Education
Board of Education of Harford County
*Forest Park Senior High School
Gateway Preschool
*Maryland School for the Deaf
*Montgomery County Public Schools

MASSACHUSETTS

*Beverly School for the Deaf
*Boston School for the Deaf
*Peter Bulkeley School
*Clarke School for the Deaf
Day Class for Preschool Deaf, Lowell
*Sarah Fuller Foundation
Habilitation Center for the Pre-School Hard-of-Hearing & Deaf Children, Canton
Haverhill Preschool Class for Deaf
Kennedy Junior High School
Mercer School
Myrtle Street School
Page School
*Perkins School for Blind
Thayer-Lindsley Parent Centered Nursery
*Upsala Street School
Woburn Day Class Program

MICHIGAN

Howard D. Crull Intermediate School
Detroit Day School for Deaf
Douglas School
Durant-Tuuri-Mott School
Farmington Public School District
Handley School
Ida Public Schools
Thomas Jefferson School
*Ann J. Kellogg School
Lakeview Public Schools
Lansing Public Schools
*Lapeer State Home & Training School

***Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 school year.**

John A. Lemmer School
*Lutheran School for the Deaf
Marquette Elementary
*Michigan School for the Blind
Mott Foundation Children's Health Center
Oakland County Schools
Preschool Physically Handicapped Program, Wyoming
Pontiac City School District
Public School Program for Deaf & Hard-of-Hearing, Jackson
Redford Union Hard-of-Hearing Program
Shawnee Park Schools
Tecumseh Public Schools
*Traverse City Public Schools
Trenton Public Schools
*Tri-County Preschool
Utica Schools
Warren Consolidated Schools
Waterford School District Deaf Program
West Hills Junior High School

MINNESOTA
Duluth Public Schools
Lutheran High School
*Minneapolis Public Schools
*Minnesota School for the Deaf
St. Paul Area Program for Impaired Hearing
Technical Vocational Institute

MISSISSIPPI
*Magnolia Speech School
Mississippi State College for Women

MISSOURI
Delaware Elementary School
Hearing & Speech Center, Kansas City
Humboldt School
*Missouri School for the Deaf
*St. Louis County Special School District for the Handicapped – Litzsinger School
St. Louis University Speech & Hearing Clinic
*Troost School

MONTANA
*Montana State School for the Deaf & Blind
Roosevelt School – School District #1

NEBRASKA
*Nebraska School for the Deaf
Omaha Hearing School for Children, Inc.
*Prescott Acoustically Handicapped Unit

NEVADA
*Ruby Thomas Elementary School

NEW HAMPSHIRE
*Crotched Mountain School for the Deaf
Portsmouth Rehabilitation Center

NEW JERSEY
Avon School
*Bruce Street School
Class for the Hard-of-Hearing, Kearny
Clifton Public Schools
Douglas Nursery for Hearing Handicapped
Helmbold Education Center
Hunterdon Medical Center Nursery for Hearing Impaired Children
Jackson Avenue School
*Marie H. Katzenbach School for the Deaf
Millburn Avenue School
Newark State College
Summit Speech School
Township Public Schools, Neptune
Woodbridge Public School System

NEW MEXICO
*New Mexico School for the Deaf

NEW YORK
Albany Medical Center Hospital
*Catholic Charities Day Classes For Deaf Children
Cerebral Palsy Preschool
Children's Hospital & Rehabilitation Center
Dutch Broadway School
Grasslands Hospital
*Hebrew Institute for the Deaf
*Junior High 47-M School for Deaf
*New York Institute for the Education of the Blind
*New York School for the Deaf, White Plains
*New York State School for the Deaf, Rome
*Public School #20, Albany
*Rochester School for the Deaf
*St. Joseph's School for the Deaf
*St. Mary's School for the Deaf
*School for Language & Hearing Impaired Children – Public School 158
*Suffolk School for Deaf Children
Union-Endicott Central School District

NORTH CAROLINA
Charlotte Speech & Hearing Center, Inc.
Duke University Medical Center

***Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 school year.**

*Eastern North Carolina School for the Deaf
*The Governor Morehead School
Path School, Inc.
*North Carolina School for the Deaf
Wake County Preschool for the Hearing Impaired

NORTH DAKOTA

*Longfellow School
*North Dakota School for the Deaf
University of North Dakota Speech & Hearing Clinic

OHIO

Akron Board of Education
*Alexander Graham Bell School
*Betty Jane Oral School
Canton Public Schools
*Cincinnati Educational Center
Cleveland Hearing & Speech Center
*Hearing & Speech Center of Columbus and Central Ohio
L. B. Kean Preschool Deaf Class
*Kennedy School for the Deaf
Kent Public Schools
Kent State University
Litchfield Rehabilitation Center
Mansfield City Schools
*Melridge School
Millridge Center for Hearing Impaired
*Ohio School for the Deaf
Program for Physically Handicapped, Toledo
*St. Rita School for the Deaf
Trumbull County Hearing Society
Warren City Schools
Youngstown Public Schools
*Zanesville Classes for Deaf

OKLAHOMA

*Jane Brooks Foundation
Community Speech & Hearing Center, Enid
Eastside School
The Junior League Program for Children with Hearing Losses
Oklahoma City Public Schools
*Oklahoma School for the Deaf
University of Oklahoma Medical Center

OREGON

Eugene Regional Facility for the Deaf
Hearing and Speech Center, Eugene
*Oregon State School for the Deaf
*Portland Center for Hearing & Speecl , Inc.
*Portland Public Schools
*Tucker-Maxon Oral School

PENNSYLVANIA

*Archbishop Ryan Memorial Institute for the Deaf
*De Paul Institute
*Friends of the Deaf Nursery School
*Willis and Elizabeth Martin School
*Pennsylvania School for the Deaf
*Pennsylvania State Oral School for the Deaf
*Programs for Speech & Hearing Handicapped, State Department of Education
*Western Pennsylvania School for the Deaf

RHODE ISLAND

*Rhode Island School for the Deaf
*Windmill Hearing Therapy Class

SOUTH CAROLINA

Bennettsville Elementary
Charleston County Schools
Florence County School District #3
Pate Elementary School
*South Carolina School for the Deaf & Blind
United Speech & Hearing Services

SOUTH DAKOTA

*South Dakota School for the Deaf

TENNESSEE

East Tennessee State University – Speech & Hearing Clinic
Hamilton County Speech & Hearing Center
*Knox County Public Schools
Memphis City Schools
Memphis Parents' School for Deaf & Aphasic
*Memphis Speech & Hearing Center
Sunnyside School
*Tennessee School for the Deaf
University of Tennessee – Preschool Deaf Program
*Bill Wilkerson Hearing & Speech Center

TEXAS

Amarillo Regional Hearing & Speech Center
Austin Independent School District
Baylor Speech & Hearing Clinic
P. F. Brown Elementary School
*The Callier Hearing & Speech Center
Corpus Christi Independent School District
County-Wide Area Day School, El Paso
Crippled Children's Center

***Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 school year**

*Dallas Independent School District
Dallas Society for Crippled Children
Houston Independent School District
*Houston School for Deaf Children
Helen Keller Special Education School
Multi-County School for the Deaf
Pasadena Independent School District
Sunnyside Speech & Hearing Center
*Sunshine Cottage School for Deaf Children
Tarrant County Day School for Deaf
Texas Christian University Speech & Hearing Clinic
*Texas School for the Deaf
Waco Independent School District
*Wichita Falls Independent School District

UTAH

Brigham Young University – Communicative Disorders Clinic
*Utah Schools for the Deaf & Blind
Utah State University – Edith Bowen Laboratory School

VERMONT

*Austine School for the Deaf

VIRGINIA

*Arlington County Public Schools
Blue Ridge Speech & Hearing Center, Inc.
Diagnostic, Adjustive & Corrective Center for Learning
Diagnostic Special Education School of Tidewater Rehabilitation Institute
*St. Paul's Oral School
*Virginia School for the Deaf & Blind
*Virginia State School for the Deaf at Hampton

WASHINGTON

Bellingham School District #501
*Birney School
Bremerton School District 100-C
*Edna E. Davis School
Northwest Regional Program for Deaf-Blind-Multi-Handicapped Children
*Seattle Public Schools
*Seattle Speech & Hearing Center
University of Washington – Experimental Education Unit
*Washington State School for the Deaf
Yakima School District #7

WEST VIRGINIA

*West Virginia School for the Deaf & the Blind

WISCONSIN

Bartlett School
Berryville School
City District Public Schools, La Crosse
*Cooper Day School for Deaf
Day School for Deaf, Wausau
*Madison Public Schools
*Milwaukee Hearing Society, Inc.
School for the Deaf, Green Bay
*E. H. Wadewitz School
Washington School
*Wisconsin School for the Deaf

WYOMING

*Wyoming School for the Deaf

***Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 school year.**

REPORTS FROM THE ANNUAL SURVEY OF
HEARING IMPAIRED CHILDREN AND YOUTH

SERIES D

No. 1 Academic Achievement Test Performance of Hearing Impaired Students—United States: Spring 1969

No. 2 Item Analysis of Academic Achievement Tests Hearing Impaired Students—United States: Spring 1969

No. 3 Additional Handicapping Conditions, Age at Onset of Hearing Loss, and Other Characteristics of Hearing Impaired Students—United States: 1968-69

No. 4 Type and Size of Educational Programs Attended By Hearing Impaired Students—United States: 1968-69